

DO NOT WRITE IN THESE SPACES

MM93-48



96070339

EX PARTE OR LATE FILED

The Caption Study Service, Inc.  
2507 29th Street Santa Monica, CA 90405  
(310) 450-2938

Roy Stewart, FCC  
1919 M Street Northwest  
Washington, DC 20554

July 17, 1996

Dear Mr. Stewart:

I am Milt Goldman, teacher of English at Hamilton High School in Los Angeles and 1988 L.A. City Teacher of the Year. I have a proposal regarding the 3-hour educational programming requirement for commercial television that will answer almost all broadcasters' concerns for the loss of appeal for their programs and is virtually free of cost to broadcasters, the government and consumers. The solution is open captioning.

Originally designed for the hearing-impaired, the use of captioned programs has recently become a formal teaching technique for use with normal hearing students (see enclosed research summary documenting results of captioning in the teaching of remedial reading and English as a second language). Viewing captioned programs seems to be an effective means of teaching reading and language skills. Therefore, if all children's programs, not only those selected to fulfill the 3-hour requirement, were to be open-captioned (open captions are not removable), the United States would have a national tool for literacy unsurpassed in mass educational application. And it's all free, since almost all children's programs are already closed-captioned.

With unremovable open captions, kids at two years old would be exposed to practice in reading that many parents don't provide. Children would grow up accustomed to viewing captions with their favorite programs. Before beginning school, kids who have watched TV with captions would be better prepared for reading in books. Experience with left-to-right tracking, letter and phoneme recognition, repetition of high frequency words and whole-word vocabulary are all valuable prereading activities. And because the TV presentation is entertaining, parents would be encouraged to hook their instruction to the captions as they view programs with their children.

Literacy concerns for older viewers would be addressed as well. For example, inmates in prisons who watch a large amount of TV could improve their reading skills by doing what they've been doing, watching TV for hours on end. But with open captions, they would read the dialogue and improve their reading and

12/17/96  
Ltr A 8000 0

comprehension skills. I have observed captions used on TV sets in noisy taverns and restaurants during sporting events and regular programming. Enthusiasm for viewing is not diminished, even though the sound of the TV is turned off. Managers report customers want the captions to remain amid clinking glasses and loud conversation.

Children and adults who are learning English as a second language will be greatly benefited by open captioned programs. Seeing the spelled-out expressions of, for example, "Jeet yet?" as DID YOU EAT YET? or "How're ya gonna do it?" as HOW ARE YOU GOING TO DO IT? will enable ESL learners to make visual sense of speech that is otherwise incomprehensible to them. Since whole families will find captioned viewing instructive, captioned TV can also be a means of binding families through positive, common educational activities at home.

Open captions do not disrupt the commercial entertainment of a cartoon or situation comedy. Open captions are already commonly used in movies and TV programs when non-English dialogue is spoken. There would be no need to "tack on" an "educational" postscript to "The Power Rangers" or "The Simpsons" to fulfill an educational or ethical message requirement. Viewers reading an open-captioned program with sound on or off would accomplish more reading than many children get when there are books already in their homes.

To objections from producers that the black band containing the captions disrupts the artwork of cartoons, a colleague of mine, Mr. Patrick Post, of the nonprofit American Literacy Assn, has developed a caption technique where captions have no black boxes and are color-coordinated with the cartoon artwork. He is working on a project in Oregon with the Hanna-Barbera Company and has available tapes of "The Jetsons" with this new method of captioning.

I have developed two packages of programs for use in teachers' classrooms that use 40 Warner Bros. and "Cosby Show" sitcoms that are open-captioned and come with lesson plans for each program. All programs were donated by Warner Bros. and Carsey-Werner Prod. and are copyright and royalty-free for teachers. The projects have been approved by the National Captioning Institute, the Caption Center, the Writers, Directors and Actors guilds.

Another colleague of mine, Don Lubitz of the Friends of Learning in Hawaii, has another idea for captioning. He proposes setting up captioned programs for credit. Using the transferable LEARN credit unit, he proposes viewing educational programs using one of the four unused text blocks available on all new TV sets. Comprehension questions, homework assignments and tests can be administered over the text window after a program is viewed and then mailed or faxed to a learning institution for evaluation. Again, prison inmates could gain high school credits for watching captioned TV. Students wishing to obtain GED equivalency credit could receive captioned programs with text block evaluations, or even called in on a 900-number from home.

Captioning deserves a wider audience, newer uses and research support. Let us not ignore this pervasive and free means of improving this country's national

literacy. Captioning can become a national literacy tool with the first truly "interactive" educational use of commercial entertainment television. And it's all free for the viewing.

Please let me know how I may be of assistance in furthering this valuable concept.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "M. Goldman".

Milt Goldman

cc: Douglas Webbink

OCTOBER, 1991

Captioned Television as "Comprehensible Input":  
Effects of Incidental Word Learning from Context  
for Language Minority Students

Susan B. Neuman

Temple University

Patricia Koskinen

University of Maryland

Running Head: Captioned Television

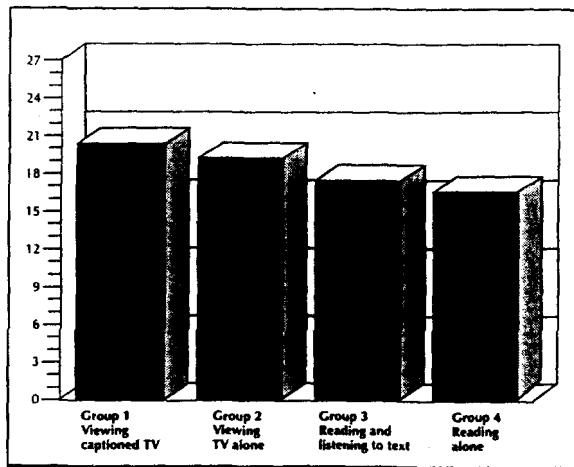
Acknowledgements: This study was conducted while the first author was associated with the Education Department and the Center for Field Studies and Services at the University of Lowell. The authors sincerely appreciated the efforts of the teachers and the administrators in Lowell, Massachusetts who participated in the study as well as the help of research assistants, Carol Evans and Denise Marchionda. We also wish to thank William Nagy and Larry Ludlow for their thoughtful comments.

## Captioned Television

### Abstract

A well-known theory of second language acquisition argues that children's competence in a second language (L2) is a function of the amount of "comprehensible input" acquirers receive and understand, without formal instruction in reading or grammar. To examine this hypothesis, this study analyzes whether comprehensible input in the form of captioned television might influence bilingual students' acquisition of vocabulary and conceptual knowledge in science. The 129 bilingual seventh and eighth graders in the study were assigned to one of the following groups: 1) captioned TV; 2) traditional TV without captioning, 3) reading along and listening to text, and 4) textbook only (control). Students in the three treatment groups either viewed or read three units of science segments from the 3-2-1 Contact (CTW) science series, twice a week for a period of 12 weeks. Pretest checklist vocabulary tests and prior knowledge pretests were administered prior to each unit; vocabulary measures analyzing a continuum of word knowledge of 90 target words were administered following the treatment, along with a written retelling analyzing recall of science concepts and use of target words. Results indicated that subjects in the closed-captioning group consistently outscored others in word knowledge as well as recall of science information. An analysis of word-related and video-related factors suggested that contexts providing explicit information yielded higher vocabulary gains. Further analysis indicated that those who were more proficient in English learned more words from context than others. These results suggest that along with the development of instructional strategies sensitive to differing levels of bilingualism, comprehensible input may be a key ingredient in language acquisition and reading development.

Comparison of Captioning vs. Non-Captioning for ESL Students



Source: National Captioning Institute

# Technology and Language-Minority Students

Column Editor : Dr. Dennis Sayers, New York University

## *Closed Captioned TV: A Resource for ESL Literacy Education*

by Carolyn Parks

It has been five years since the publication of *Closed Captioned Television for Adult ESL Literacy Learners* (Spanos & Smith, 1990). Since that time, interest in the subject has been growing among teachers, students, and researchers. What is new in closed captioned television (CCTV)? Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the medium's educational potential. This digest reports on new captioning legislation that increases access to captioned programs and on new research, technology, and uses of closed captions in the field of adult ESL.

### **Increased Access to Captioned Programming**

In 1990, Congress passed the "Television Decoder Circuitry Act" mandating that all new TV sets 13 inches or larger manufactured for sale in the United States have a built-in computer chip that decodes captions. This eliminates the necessity of buying a separate decoder (about \$150) for this purpose. Sets with the built-in decoder offer a menu with a "caption option." When this is selected, a written version of a program's audiotrack is displayed at the bottom of the TV screen. The law went into effect in July 1993, and the National Captioning Institute (NCI) estimated that by the end of 1994, 40 million households would have these new "caption-ready" sets, that provide free access to the educational benefits of captioned TV and video (National Captioning Institute, 1993).

### **More Captioned Programming**

Educators and learners now have many captioned programs from which to choose. More than 800 hours of captioned programming per week (up from 400 in 1990) are broadcast by the major networks, both

public and commercial, and by the cable networks (National Captioning Institute, 1993). Almost all primetime TV programming — news, dramas, documentaries, situation comedies, children's fare, sports events, movies, commercials, and special reports — is captioned. In addition, thousands of video programs for home and school viewing are being captioned every year. The level of language used, age appropriateness, sophistication, and overall quality of these programs vary widely. The captioning also varies in pacing and in the degree of correspondence with the spoken text, from verbatim to paraphrased. Like a new wing in a library, closed captioning provides a new body of reading

material that offers teachers a rich resource and new options for instruction.

### **Research Results**

The latest research studies on the benefits of using CCTV with second language learners of all ages continue to confirm the findings of earlier years (Bean & Wilson, 1989; Goldman & Goldman, 1988). Students using captioned materials show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, word recognition, decoding skills, and overall motivation to read. Thomas Garza (1991) used verbatim captioning with adult ESL learners and

CONTINUED ON PAGE 28

### **ASIAN/PACIFIC AMERICAN**

FROM PAGE 10

The pattern of preferred learning styles in Korean-American students tends to be similar to that reported for students in the United States. For example, both Korean-American and American students preferred more intake, mobility, informal design, and less structure than did Korean students. This may indicate that the Korean-American students had become acculturated and their learning styles became close to the learning style pattern of American students. Thus, one may say that the development of learning styles is partly moderated by cultural and environmental influences.

Although learning style differences exist between the two groups (Korean and Korean-American students), it should be noted that there are as many individual differences within each group as between the two groups. Thus, even though it is important to understand the group differences in learning style preferences, teachers should also consider individual differences in each student. Using some form of learning style measure, teachers may identify individual students' learning styles

and help them understand their own learning styles such as time of day preferences, perceptual preferences (auditory, visual, tactual, or kinesthetic), sociological preferences (learning alone, with peers, with a teacher, in small or large groups), mobility needs, and instructional environments (noise level, lighting, formal/informal design...). Then, teachers should provide guidance for studying through their strong style preferences and also try to match teaching/learning environments with the individual students' learning style preferences as much as possible.

*Eunsook Hong is an Assistant Professor of Counseling and Educational Psychology at the University of Nevada, Las Vegas. She teaches courses in educational psychology, research methodology, human measurement, and statistics. Her areas of research interest include human learning and problem-solving, gifted education, and sociocultural impact on the education of ethnic minorities.*

mult Russian language learners to explore the language learning benefits of merging spoken and printed text in one medium. He chose short (2-4 minutes), verbatim, captioned segments from actual Russian and American TV programs which provided a kind of visual glossary for difficult vocabulary. When, over time, he tested students' ability to use specific vocabulary from the segments in retellings of their content, he found significant increases in comprehension of the segments, as well as recall of the language used in them.

In a study commissioned by the National Captioning Institute, Neuman and Koskinen (1992) found that using captioned science materials from the television program *3-2-1 Contact* with Asian and Hispanic seventh and eighth grade ESL students resulted in higher scores on tests of word knowledge and recall of science information. These results support the theory that multisensory processing of the audio, video, and print components of captioned TV enhances language learning and content.

### ESL Classroom Applications

Several technological advances have made the use of captioned materials a less time-consuming activity for teachers and a rich experience for students. It is now possible to capture the captions, i.e., transcribe them directly to a printer or computer as they appear on the TV screen. The Fiber system (Pacific Lotus Technologies, PL100 hardware and software packet) enables the viewer to either print out the captions as they appear on the screen or save them on the computer in a word processing program where classroom activities such as the following can be developed: accessing key words, generating cloze exercises, changing the font and spacing, and converting upper case letters to lower case (all captioning is done in capital letters).

For example, Tim Rees (1993) at the International Language Institute of Massachusetts reports success with Chinese and Japanese students of ESL using CCTV news programs and situation comedies to expand vocabulary, improve listening comprehension, increase knowledge of current affairs and U.S. culture, and stimulate class discussions. Rees transcribes the

captions on a word processor and uses the printed-out script of programs students have viewed in class for classroom and homework reading. He also designs cloze and other vocabulary activities from TV programs the students view in class.

Todd Ellsworth (1992), teaching at the Benjamin Franklin Institute in the Mexican state of Yucatan, where students have little exposure to real English, uses captioned TV programs received via satellite from the United States. He divides his classes into three groups to view the same program: the first views the program without captions; the second with captions; and the third with audio only (without video or captions). From issues arising during full-class discussions after the group viewings, Ellsworth designs lessons on grammar and vocabulary, including idioms and slang; on U.S. cultural expectations and social etiquette; and on the effects of emotion on stress patterns and pronunciation. He finds the in-class study of closed captioned programs motivates the learners to use their second language, English, with greater ease and confidence.

Salvatore Parlato, who works with deaf and hearing ESL students in Rochester, NY, uses in-class captioned TV viewing as a group activity that provides a common frame of reference or talking point from which to build vocabulary and concepts (Parlato, 1986). He focuses the students' attention on the job of the captioner, who often paraphrases and simplifies what is being spoken to make captions short and slow enough for easy readability. His students view programs, looking for differences between captions and dialogue, and discuss these differences after the viewing. Parlato turns the volume off during a second viewing and either he or a student reads the captions aloud while the rest of the class reads along silently. This activity helps develop reading fluency and metalinguistic knowledge about how language can be used and manipulated.

Webb, Vanderplank, and Parks (1994) suggest using certain closed captioned children's programs, such as *Sesame Street*, *Reading Rainbow*, and *3-2-1 Contact*, with adult ESL learners. The content, speed of captioning, and vocabulary make these programs suitable for use in the adult ESL classroom and many adult activities can be

designed around them. (See Smallwood, 1992 for a discussion of ways to use children's literature with adults.) *Rescue 911* and *NOVA* are two adult programs that are also suitable for ESL classrooms.

### Conclusion

Through training in the use of CCTV and sharing of experiences with each other, educators will continue to discover ways in which captioning can transform the medium of television into a powerful and effective literacy and language learning tool for all ESL students, including adult learners.

### Resources

The Caption Center, 125 Western Avenue, Boston, MA 02134. (617) 492-9225. Information on how to make your own captions.

The National Captioning Institute, Inc., 5203 Leesburg Pike, Falls Church, VA 22041. (703) 998-2400. Information about decoders and research studies.

Pacific Lotus Technologies, 1 Bellevue Center, 411, 108th Avenue NE, Suite 1970, Bellevue, Washington, 98004. (206) 454-7374. Information about decoders and computer software for transcribing.

### References

- Bean, R.M., & Wilson, R.M. (1989). "Using closed-captioned television to teach reading to adults." *Reading Research Instruction*, 28(4), 27-37.
- Ellsworth, T. (1992, October). "Integrating subtitled video into your teaching." *English Teaching Forum*.
- Garza, T. (1991). "Evaluating the use of captioned video materials in advanced foreign language learning." *Foreign Language Annals*, 24(3), 239-58.
- Goldman, M., & Goldman, S. (1988). "Reading with closed captioned TV." *Journal of Reading*, 31(5), 458.
- Neuman, S., & Koskinen, P. (1992). "Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students." *Reading Research Quarterly*, 27(1), 95-106.

# Digest

## Closed Captioned Television for Adult LEF Literacy Learners

Prepared by George Spasos, Center for Applied Linguistics  
and Jennifer J. Smith, Arlington Refugee Education and Employment Program

1991

August 1  
EDO-LE-90

Closed captioning is the process by which audio portions of television programs are transcribed into written words that appear on the television screen at the same time as the program. Captions are similar to the subtitles used for foreign language films, but differ in that they can be received only through the use of an electronic decoder, or "black box." In addition, live programs, such as the evening news and sports events, can be simultaneously captioned.

Closed captioning technology was originally devised for the benefit of the deaf, but there has been recent interest on the part of reading and literacy specialists in the use of closed captioned television (CCTV) with hearing audiences as well. A wide variety of public and commercial television programs of potential use in reading instruction are closed captioned, including news, documentaries, dramas, movies, sitcoms, and advertisements. All major networks (ABC, CBS, NBC, PBS, and the Fox Television Network) offer more than 400 hours of captioned television per week. Almost 100 percent of all major network nighttime programs are closed captioned, as are a large percentage of sports and children's programs. Thus, educators may choose from an abundant supply of programs of potential use with language learners of all ages and interests.

According to guidelines approved by Congress in 1981, non-profit educational institutions are permitted to record and use television programs for instructional purposes so long as certain conditions are met:

- Only public and commercial programs may be used;
- Individual teachers (not media librarians or other support personnel) must initiate the recording;
- Recordings must carry the copyright notice;
- Recordings may be used for instructional purposes only;
- Recordings must be used within ten consecutive school days of the time the recording was made;
- Recordings may be shown only once within this ten-day period though the showing may be repeated once if required for instructional purposes;
- Parts of programs may be shown, but these may not be edited to produce anthologies; and
- Copies must be erased within 45 days of the original recording.

### *Rational Uses of Closed Captioned Television*

Educators have begun to investigate the use of CCTV as a language and literacy learning tool. Studies to investigate the rational uses of CCTV in teaching reading to members of the reading community have been commissioned by organizations such as the National Captioning Institute (NCI) in Falls Church, VA, and the Caption Center in Boston, MA. These studies have focused on students learning English as a second language (ESL), students in remedial reading programs, students who are learning to read, and adults who are functionally illiterate. Probably the most widely used educational application of

many school districts, ESL students are taught in special classes until their test scores indicate their potential to succeed in a regular classroom. Educators are seeking innovative approaches that will enable ESL students to participate in mainstream content classes while continuing to develop their English language skills.

Video technology provides just such an innovation. People of all ages and educational backgrounds seem to be attracted to television, and numerous captioned television programs and tapes can be used in conjunction with specific curriculum topics and objectives. For example, CCTV has been found to improve the sight vocabulary of adult literacy students (Bean & Wilson, 1989), and to provide reinforcement for new vocabulary in the second language class by providing a context for its use (Gillespie, 1981). CCTV has also been shown to facilitate listening comprehension and the acquisition of native-English speech patterns in ESL learners (Price, 1983). Studies also report the motivating influence of captioned television, and extreme positive attitudes on the part of students toward this medium (Bean & Wilson, 1989). The use of closed captioned prime-time television programs with high school ESL students and students in remedial reading programs increased the students' motivation and resulted in an improvement in their English vocabulary, reading comprehension, and word analysis skills (Goldman & Goldman, 1988).

Other studies that cite the benefits of captioned programming and films for nonnative English speaking and remedial students are Maginnis (1987); Parlato (1985); Koskinen, Wilson, and Jensema (1986); and Huffman (1986).

### *CCTV for ESL Elementary Students*

A study conducted with fourth- through sixth-grade ESL students in Prince George's County, MD (Center for Applied Linguistics, 1989), revealed a variety of potential benefits of CCTV:

- CCTV provides speech, writing, and supportive visual context simultaneously, making lessons accessible to students who use different types of learning strategies.
- Second language learners generally like CCTV and demonstrate a strong sense of achievement when they are able to comprehend the information presented through CCTV.
- CCTV can be used with heterogeneous groups of students. Less proficient students may be able to understand individual words from either the audio or visual track, while more proficient students may be able to process language from both tracks, perhaps even noticing discrepancies between the two, and thereby becoming more conscious of language use and form.
- Language use in CCTV classrooms is rich in terms of the variety of speech acts generated by the students. One observer noticed, for example, that students were eager to initiate questions and comments about the CCTV instruction.



or reinforcing listening comprehension; and novelty, as a motivator.

ence of the effectiveness of CCTV instruction with the included the following: increased oral participation on the students; increased awareness of language as evidenced by its for clarification; and the regular use by students of as learned from the videos, such as "Get out of here!" by landing!" from *Sesame Street* episodes.

**Captioned Television for Adult ESL Learners**  
ent action research project conducted by Smith (1990) ed how CCTV could be used to help teach ESL to olled at the Arlington County, VA, Refugee Education yment Program. This program serves students from all world who speak a wide variety of native languages. ide a remarkably diverse laboratory for investigating the any educational innovation focusing on adult learners of Smith found corroboration of many of the findings of ntary school study discussed above. She found that vere immediately attracted to the CCTV technology. rapt attention to the screen and worked hard to decipher ge. They spontaneously wrote down the unknown / saw on the screen. Thus, the captions enabled students the written forms of familiar vocabulary, and reinforced g in an audio and video format.

nts often repeated phrases from the captions over and mselves while watching. On subsequent viewing of a hey paid greater attention to the captions, anticipating text by saying the phrase aloud as soon as it appeared en, even before it was spoken on the audio track. In tudents used vocabulary from the program in follow-up s and written exercises. Smith hypothesized that seeing g the words used repeatedly in the context of a coherent video cues made them appear more real--words students ily use in everyday conversations.

concluded that CCTV has great potential for teaching students. Captioning transforms the seductive medium: on into a literacy and language learning tool and helps newcomers to an important conveyor of culture and n. Smith warns, however, that care must be taken in ; suitable programming. Students approach programs g degrees of linguistic proficiency and familiarity with d contexts involved. Because many of the captioned nost suited for classroom use, e.g., *Sesame Street*, 3- ct, and *Reading Rainbow* are intended for young ecial preparations are necessary to avoid insulting adult such programs are to be used with that population.

### g, Selecting, and Adapting CCTV

**for Use with Adult ESL Literacy Learners**  
(1986) urges that teachers exercise care in the selection programs for classroom use. Both suitability and of subject matter need to be considered, and the level y of both the captions and the audio must be taken into In developing exercises and lesson plans, Parks ls that the teacher do the following:  
manageable tasks that match students' ability levels;  
active and full participation of students;

plans are also provided by Parks (1986) and Parlato (1985)

The Caption Center has developed CC Writer, for closed captions and subtitles, and CC Jr., which produces captions using an ordinary videocassette recorder, an IBM standard word processor, and a specially-modified adaptive products make it possible to develop tailor-made texts and programs, matched to the specific proficiency levels and particular groups of students.

### For More Information

The Caption Center, 125 Western Avenue, Boston, MA 021 492-9225.

The Center for Applied Linguistics, 1118 22nd S Washington, DC 20037, (202) 429-9292.

The National Captioning Institute, Inc., 5203 Leesburg P Church, VA 22041, (703) 998-2400.

The Arlington Refugee Education and Employment Program School, 1601 Wilson Boulevard, Arlington, VA 22201, ( 4200.

### References

- Bean, R.M., & Wilson, R.M. (1989). Using closed-television to teach reading to adults." *Reading Research Instruction*, 28(4), 27-37. (ERIC Journal No. EJ 394 997)
- Center for Applied Linguistics. (1989). Evaluating the b closed-captioned TV programming as instructional materi students. Washington, DC: Author.
- Gillespie, J. (1981). The role of television as an aid language teaching. Urbana, IL: University of Illinois, Humanities, Language Learning Laboratory.
- Goldman, M., & Goldman, S. (1988). Reading with closed TV. *Journal of Reading*, 31(5), 458. (ERIC Journal N 170)
- Huffman, D.T. (1986). Soap operas and captioning in the Paper presented at the International Conference on Teaching and Learning of the Japanese Association of Teachers, Hamamatsu, Japan, November 22-24. (ERIC Reproduction Service No. ED 281 392)
- Koskinen, P.S., Wilson, R., & Jensema, C. J. (1986). captioned television: A new tool for reading instruction *World*, 24(4), 1-7. (ERIC Journal No. EJ 319 746)
- Maginnis, G.H. (1987). Captioned video cassettes: A reading material. Paper presented at the Annual Meeting 32nd International Reading Association. Anaheim, CA (ERIC Document Reproduction Service No. ED 291 063)
- Parks, C. (1986). A manual for closed-captioned television instruction. Upper Marlboro, MD: Prince George's College Schools.
- Parlato, S.J. (1985). Re-discovering films with captions. *English to Deaf and Second Language Students*, 3(1), 17 (ERIC Journal No. EJ 320 019)
- Price, K. (1983). Closed-captioned TV: An untapped *MATSOL Newsletter*, 12(2).
- Smith, J.J. (1990). Closed-captioned television and adult English as a second language. Arlington, VA: Arlington Education and Employment Program.

The National Clearinghouse on Literacy Education (Adjunct ERIC Clearinghouse), is operated by the Center for Applied Linguistics (CAL) with funding from the Office of Research and Improvement, U.S. Department of Education. contract no. RI 89166001. The opinions expressed in this document do not necessarily reflect the positions or policies of OER

# An Award-Winning Teacher Relies on the Tube

By ELAINE WOO, *Times Education Writer*

All those who believe that television has led to the downfall of reading should pay a visit to the classroom of Los Angeles teacher Milton Goldman.

Goldman tapes popular sitcoms such as "The Cosby Show" and "Family Ties" and screens them for his remedial reading students at Hamilton High School. After five minutes, he cuts off the sound and forces them to follow the story by reading captions superimposed on the screen.

Goldman's unusual use of television is an example of how some teachers in the Los Angeles Unified School District have come to rely on the medium as a learning tool.

Some teachers have their students produce videos in place of term papers. And many others regularly show instructional programs offered by the school district's KLCS-TV, Channel 58.

Goldman, who has won a district teaching award and a grant from CBS, started showing sitcoms in class two years ago. He tapes the

programs, omitting commercials, on a home video recorder. Then, using a decoder purchased from the National Captioning Institute, he makes captions from the dialogue.

He previews difficult words with the students and follows up with questions that test their comprehension and require analysis of the theme or conflict depicted on the program.

## 'They Like It'

When the sound goes off, "of course, they yell at me," Goldman said, "but they concentrate. They concentrate more on reading 20 or 22 minutes of captions than they do when reading a book. And they like it." The method, he said, also has seemed to improve his students' vocabularies.

Mark Green, a teacher at year-round South Gate Junior High School, assigned group video projects to a health class this term. In addition to producing a written report, his students will be responsible for making videos

based on interviews and library research about a particular topic, such as ocean pollution, and showing them in class. In addition to learning about the subject, he hopes students will improve their speaking skills.

Andria Gordon of Vine Street Elementary School has her students interview one another on camera, asking such questions as "What TV show do you like best?" and "What is your definition of a good friend?" She also tapes class productions of plays. "It's very motivating," she said, "and fun."

Jeffrey Reed of Huntington Park High School is producing a video flash card of images to help his students remember historical events, such as the Boston Massacre and the Civil War. He has amassed more than 1,000 pictures, mostly taken from books and old newspapers. "In history," he said, "images are part of cultural literacy. If the image is imprinted in your mind, it can enhance your understanding of the subject."

## EDUCATION

# TV closed-captions fight illiteracy

By Dennis Kelly  
USA TODAY

The technology that puts subtitles on TV for the hearing impaired is producing an unexpected bonus — it's boosting the nation's reading skills.

And new research showing the effect of TV closed-captioning on literacy is adding steam to a bill proposing that captioning decoders be installed in all new TV sets made or sold in the USA.

The captioning devices run words across the bottoms of screens, like subtitles on foreign films. And reading experts say the draw of TV for all ages, particularly the young, adds to captioning's unique potential as a learning tool.

"One of the things we found is that the combination of the video context and hearing the sound with print really did seem to give a double whammy," says Patricia Koskinen, a

University of Maryland researcher.

The evidence is growing:

► A soon-to-be published report commissioned by the Pew Charitable Trust, Philadelphia, shows that closed-captioning has "a startling effect" on word learning by children who speak little English.

Students, mostly from Southeast Asia, watched programs used for a seventh- to eighth-grade science curriculum. They learned "really tough words like respiratory system, carbohydrates, compressor and predator," says Susan Neuman, associate professor of reading at Temple University, Philadelphia, who did the research while at the University of Lowell in Lowell, Mass. Teachers did nothing special to help, just turned on the TV.

► Koskinen and Robert Wilson, also at the University of Maryland, found similar benefits in a 1987 study that showed

how captioning improved word recognition for students with learning disabilities.

► Milton Goldman, a teacher at Los Angeles' Alexander Hamilton High School, has won accolades for using captioning in his remedial reading courses. He'll tape programs with captions and play them back in class, occasionally turning off sound and forcing students to depend on reading the captions to understand.

"They concentrate more on reading captions than on reading books, and I know they're comprehending because they laugh," Goldman says.

All this is boosting support for a bill introduced by Sen. Tom Harkin, D-Iowa, that would require the installation of a decoder chip in all new TV sets with screens 13 inches or larger sold in the USA.

Currently, the closed-captioning technology is available only by purchasing decoders

— appliances about the size of cable TV converters — at a cost of \$180. The new chips cost just \$3 to \$5.

Because of the costs of the existing decoders, marketed by the National Captioning Institute through retailers such as Sears Catalog and Service Merchandise, only 300,000 have been sold in the past 10 years.

The Electronic Industries Association says it supports the goal of making captioning available to those with hearing problems, but doesn't think the technology needs to be in every TV set sold. Tom Friel, vice president of the Consumer Electronics Group, has proposed an alternative measure: requiring the decoder on one model per screen size, in sets bigger than 20 inches.

He says that \$5 chips, combined with the factory's installation cost, would add about \$20 per TV set, before profit considerations. And he doesn't

buy the argument that the devices are the way to improve literacy skills.

"If it comes to literacy, we don't feel there's anything wrong with turning the television off and going to read a book," he says.

Koskinen agrees that children don't need to watch more TV. But she's convinced closed-captioning can make a difference in word recognition for a host of different groups.

"I think it has just untold potential ... it just makes good sense," she says.

Even first lady Barbara Bush, who has made literacy one of her pet projects, is intrigued by the possibilities of captioning. She hasn't stated a position on the pending legislation, but says through a spokeswoman, "I really think literacy organizations might want to investigate how captioned television might be used in their programs."



## EMPLOYMENT

### ALL CRUISE SHIP JOBS

Excellent earnings & travel! Now hiring. 1-(206) 839-7802 Ext. C7

### AUSTRALIA HIRING

Exciting Employment Opportunities  
World Travel - Top Pay & Benefits  
Temporary or Permanent Positions  
For info CALL 516/265/6526 NOW!

### Australia Wants You

Excellent Pay/Benefits/Transportation  
For info (407) 295-7600 ext 6842  
Tel. refunded Mon. 10pm EST

## BUSINESS

### Attention Telemarketers VACATION INCENTIVES

(FREE AIR FARE)  
Mexico, Cancun & Acapulco  
Bahamas  
CALL Warren (305) 755-4111

★ ★ ATTN PREMIUM USERS & TELE-  
MARKETERS: 4 day/3 night Cozumel  
Ocean Cruise on board SeaEscape.  
5/4 hotel & cruise to Bahamas Royal  
American Holidays. 305-753-8105

### Premium Users!!

Hot new Bahamas cruise certificate!

## BUSINESS

### Custom Dress Shirts

Mfg. market direct to execs 10 day  
delivery Low overhead High income  
Training Investment \$2,500  
Measure Up Inc. 1-800-234-4834

### ★ BE RICH & FAMOUS ★

\$\$\$ BE A MILLIONAIRE \$\$\$ FT OR PT.  
LAST CHANCE TO MARKET A  
COUPON BOOK THAT ENTITLES  
THE USER TO 20 FREE RECORDS,  
TAPES, CD'S OR VIDEOS + 35MM  
CAMERA + 100 ROLLS OF FILM + 2  
PREPAID AIRFARE OR LODGING IN  
THE TROPICS FOR ONLY \$14.99

## BUSI

WAR  
EXCLUSIVE C  
for our retail displ  
Auto D-Tail Plus.

### \$50K INV

State dist Comme  
a winner you can  
male or female no  
hard worker and s  
once in a life time  
Want 1-800-233-0

Franc

## 'MR. G' GETS RESULTS

## TV BECOMES A TEACHING TOOL IN ENGLISH CLASS

By BARBARA MILLER

It's been called the vast wasteland. It's been said to have "mind-numbing" effects on children. It has been cited as a prominent cause of declining reading skills. But in Milton Goldman's classroom at Alexander Hamilton High School in Los Angeles, television has replaced the once-standard chalkboard.

Goldman—or "Mr. G," as his students affectionately refer to him—uses it to help teach, of all things, reading and English.

"I realize that it won't improve general reading alone," Goldman said. "It's strictly a supplementary activity that we do maybe twice a week. But we do get results."

Instead of erasers or chalk, what one finds in an enclosed cabinet in his room is a videocassette recorder and a collection of more than 30 tapes containing about 120 programs on them, including "The Cosby Show," "Family Ties" and "Amazing Stories."

The key educational component, however, is the Telecaption machine, a small, box-like device that attaches to the TV set.

Devised to enable deaf and hearing-impaired viewers to enjoy television, the machine allows specially prepared programs to be seen with captions, much like subtitles in foreign films. Goldman came up with a way to use it in the Individual Reading Program he began in 1974.

"Just as something exciting is about to happen, he [Goldman] turns the sound down," explained Alfonso Zaragoza, a 17-year-old senior. "Then we have to read what's going on."

For this novel use of the medium, Goldman was honored recently by the CBS Broadcast Group with its first Television Worth Teaching

awards.

Goldman and three other educators were chosen from 200 applicants by a panel of judges who looked for varied uses of commercial television to enrich the education of students. Each of them received a \$1,000 U.S. savings bond and video production equipment to be used at their schools. They were feted by CBS at a luncheon in Washington and also appeared on CBS' "The Morning Program."

The other winners were Mary Moen of Madison, Wis., for her use of commercial TV programming to help students gain knowledge as viewers and users of the media; Julie Ann Balke of Savoy, Ill., for her use of TV scripts supplied through the CBS Television Reading Program to aid in history classes; and Rosemary Lee Potter of Clearwater, Fla., for two decades of using commercial TV as a tool to enhance reading and writing skills.

"I thought I might have a good chance at being chosen," the 49-year-old Goldman said in a classroom interview a few days later. "So when the principal and her assistant came into my class one day [to give him the news], I just knew it. The idea was a good one."

Goldman's confidence in his entry was due to the motivational boost that TV seemed to generate among his students—a group of about 150 teen-agers in six classes that range from basic reading to modern literature.

"Because I was using TV directly, rather than using the medium as a teaching tool—such as camera techniques and so forth—I thought the idea would work," Goldman said. "Besides, I was using programs that received high ratings from the Nielsens, whereas many people only think of PBS as being educational."

"I'm taking something perceived

range: L.A.-area people only, most listing their religion as Jewish; only two black women, no black men. Information: (213) 456-1696. ✓ 1/2

—TERRY ATKINSON

## COMPACT DISCS

"The Ultimate Collection." Ben E. King. Atlantic. King hasn't received the attention in recent years



HYUNGWON KANG

Milton Goldman, a teacher at Hamilton High School, demonstrates how he uses captioned TV programming in his classroom.

as negative and using it in a positive way."

The closed-captioning system he uses was developed in the late 1970s to allow TV programs to be broadcast with subtitles that can be seen only by viewers who have purchased the Telecaption machine (available from Sears and the National Captioning Institute in Falls Church, Va. for about \$250). At present, according to a representative from the National Captioning Institute, there are about 179½ hours a week of closed-captioned programming (including both prime-time and daytime entertainment and news shows on all three major networks, PBS, in syndica-

tion and on cable).

Goldman, who has been teaching at Hamilton since 1970 and who also teaches at UCLA's graduate school of education, said that he conceived his idea for adapting the system in early 1986 after reading about the improved reading levels of hearing-impaired students who had been watching closed-captioned TV.

The results? There has been marked improvement in his students' vocabulary, comprehension, word analysis and motivation, Goldman said, and attendance is better, too. He's convinced it also has helped them become better readers because of the "focused

reading" practice they get. He admits, though, that it's difficult to measure the total impact because TV is only one of a variety of teaching methods he uses.

Besides learning various words in a show, the students also discuss the themes, the reality of the situations and the possible outcome of an episode, if Goldman chooses to stop the tape prematurely. Sometimes the students write their own endings.

No other applicants for the CBS award used TV in this way, Goldman said.

"I even called the equipment manager in our school district [Los Angeles Unified] to see how many Telecaption machines he has delivered," said Goldman. "He told me very few."

But because of the attention he has received, Goldman is hopeful that will change.

"Many teachers are conservative," he said. "Many don't like the idea of changing their approach, but teachers learn things from exploration."

"Of course," he added, "money has to be spent to do it, and many teachers don't have access to that."

Goldman got his by applying for a \$2,000 grant sponsored by the Board of Education in September, 1985. His wife, Sandra, also a teacher at Hamilton, applied with him, and so they were able to get \$4,000 in the spring of '86 to get them started. Sandra also uses a similar approach in her English classes.

It seems to have caught on. In fact, Goldman said, interest was so

high, even among students who were simply passing by in the hall, that he created a Lunchtime Closed Caption Club for anyone wanting to watch—and read—television.

Miller, a journalism student at Cal State Fullerton, is a Calendar intern.

**SOFT SHELL CRAB FESTIVAL**  
is on now!

**Maryland Jumbo Soft Shell Crabs**

FLOWN IN FRESH DAILY  
and  
SERVED SIX WAYS!

**Don't miss this culinary experience**



9320 W. Pico Blvd.  
(near Beverly Drive)

LUNCH & DINNER  
RESV.  
(213) 550-7737

## IRAN-CONTRA HEARINGS BACK

KCET Channel 28 will provide live coverage of the Iran-*contra* hearings when they resume at 7 a.m. today.

Channel 28 will air a pool feed made available to individual PBS stations in the wake of a decision by "The MacNeil/Lehrer NewsHour" to suspend its own live coverage of the hearings on the network due to lack of funds.

The pool feed will be accompanied by occasional voice-over commentary by Daniel Schorr and Paul Duke, with Channel 28 providing its own openings and closings for the hearings, which are expected to run from 7 to 9 a.m. and 11 a.m. to 2 p.m. through Thursday and continue throughout much of the summer.

KCET said that it will continue airing pool coverage until the expected resumption of the "The MacNeil/Lehrer NewsHour" live coverage in late June.

The hearings are also being aired live on Cable News Network (CNN) and on National Public Radio.

## CABLE TV

Continued from Page 1

Learn also questioned the extent

almost have to grow our own talent," he said, adding that he believed cable has been doing a great deal in the programming area. "It's just not in the assembly line of what Hollywood is used to."

## SPRING FLING FOR TWO

\$79\*

Includes continental breakfast and deluxe accommodations for two per night.

The Horton Grand Hotel. Where people have been packing home beautiful memories for more than 100 years.

- 110 Charming Victorian Rooms with Fireplaces
- Ida Bailey's Restaurant & Palace Bar
- Afternoon Tea Served Daily
- Close to Shopping & Major Attractions
- Complimentary Airport Shuttle



311 Island Avenue  
San Diego, CA 92101  
800-544-1886

\*Subject to availability through June 18



**HOME TECH**  
TURN-ONS AND TURN-OFFS IN CURRENT  
HOME ENTERTAINMENT RELEASES

Continued from Page 1

and it was the work in which Herberman cast off, irrevocably, his

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
2 CUPANIA CIRCLE  
MONTEREY PARK, CA 91755-7406

DEPARTMENT OF THE TREASURY

Date: JUN 14 1994

THE CAPTION STUDY SERVICE, INC.  
2507 - 29TH STREET  
SANTA MONICA, CA 90405

Employer Identification Number:  
95-4482443  
Case Number:  
954116095  
Contact Person:  
TERRY IZUMI  
Contact Telephone Number:  
(714) 826-1448  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
170(b)(1)(A)(vi)  
Advance Ruling Period Begins:  
Jan. 27, 1994  
Advance Ruling Period Ends:  
Dec. 31, 1998  
Addendum Applies:  
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

Letter 1045 (DO/CG)

## BIOGRAPHICAL INFORMATION

Milton Goldman is a reading and ESL teacher at Hamilton High School in Los Angeles, California. He is an innovator of teaching reading skills with closed-captioned television. In 1987 he won the CBS/Broadcast Group's national "Television worth Teaching" award. He also won the International Reading Association "Leaders of Readers" award in 1989 and the Classroom Instructional Television Award (CITVA) from Los Angeles TV Station KLCS-TV in 1991. He is a teacher training facilitator for the Discovery Channel (Cable in the Classroom).

He was chosen Los Angeles City Schools Teacher of the Year for 1988-89. He has published articles in the California Teachers of English Journal, the IRA's Journal of Reading, the NCTE's English Journal, Phi Delta Kappa's Fastback Series and TESOL Journal. He is CEO of the non-profit corporation, the Caption Study Service.

He has taught ESL, English and remedial reading for almost thirty years in junior and senior high schools. He was the lecturer for the Reading in the Content Areas course in the UCLA Graduate School of Education from 1977 to 1988. He possesses an MA in English and the Language Development Specialist credential.

He may be contacted at:

Alexander Hamilton High School  
2955 So. Robertson Blvd.  
Los Angeles CA 90034 (310) 836-1602

---

Home: 2507 29th Street  
Santa Monica CA 90405  
(310) 450-2938



The Caption Study Service, Inc.  
2507 29th Street Santa Monica, CA 90405  
(310) 450-2938

The primary purpose of the Caption Study Service is to promote literacy by providing educational materials and services that increase reading ability and facility in the use of the English language.

Captioned television provides on-screen subtitles for the dialogue on a TV program. Originally designed as an aid to the hearing impaired, captioned media has proven to be a benefit to the teaching of reading comprehension and English as a second language.

1. The Caption Study Service provides captioned media (television programs, motion pictures, CD-ROM, films, videotapes, videodiscs and other media) to educators and learners for instructional purposes, for persons learning to increase reading ability, learning to speak and read English as a second language, learning Americanized English speech patterns and improving literacy generally.

2. The organization provides educational materials, including teaching guides, lesson plans, vocabulary lists, comprehension exercises, pattern practices and instructions for the use of captioned media with a variety of learning populations, including students in public schools, homes, correctional institutions, handicapped facilities, hospitals and other appropriate locations.

The corporation provides, for example, video tapes of captioned media from producers of captioned programs and distributes them, with instructional guides to appropriate and interested educational organizations and practitioners.

3. The Caption Study Service provides resources for educators and educational organizations regarding the use of captioned media. The organization provides information about research data, new products, recent developments and bibliographies about the use of captioned media in educational settings.

The Caption Study Service, a non-profit, 501(c)(3), corporation, was awarded the CBS National "Television Worth Teaching Award" (1987), the International Reading Association's "Leaders of Readers Award" (1989) and the PBS-KLCS "Classroom Instructional Television Award" (1991). Its CEO, Milton Goldman, is the 1988 Los Angeles City Schools Teacher of the Year and has appeared on the CBS "Morning Program," ABC's "Entertainment This Week," and on PBS Station KLCS-TV in Los Angeles.

#### **Board of Directors**

Milton Goldman, President, The Caption Study Service  
Joseph Duff, President & Chief Counsel, Los Angeles NAACP  
Jackie Goldberg, Member, Los Angeles City Council, 13th District  
Ted Kimbrough, Chicago Superintendent of Schools, retired  
Wayne Johnson, Vice-President, California Teachers Association  
Patrick Post, CEO, American Literacy Association, Seattle, Washington  
Nora Nicosia, Teacher, Los Angeles Unified School District  
Erroll Vangsness, Teacher, Cerritos Unified School District

1971  
M E Goldman  
2507 29th Street  
Santa Monica, CA 90405

FCC MAIL ROOM

JUL 22 1996

RECEIVED

ROY STEWART

FCC

1919 M STREET NW

WASHINGTON DC 20554